



Incorporating Academic Content in Afterschool

Use this Training to Go training plan with the Power Point to lead a staff training. Customize it to fit you, the time and setting, and the participants. Break it into shorter parts, delete or add sections, change the activities, or expand on topics. All handouts referenced are available on Y4Y in Tools. If participants don't know each other, you may want to add a warm-up or icebreaker, or go around with introductions.

TRAINING TO GO Training Plan		
Incorporating Academic Content in Afterschool		
Time: 55 minutes		Materials: <ul style="list-style-type: none">• Alignment Strategies Worksheet• Academic Content Standards for the grade(s) served in the program• Linking with Academic Content and Skills Worksheet
Prep: <ul style="list-style-type: none">• Print handouts for all participants• Locate and print out state academic standards for the grade(s) the program serves• Arrange the space for group and pair work		
Slide Number and Title	Timing	Notes and Talking Points
1. Content After School	3 min	<p>Explain: As afterschool educators, we can help children and youth keep learning outside of the school day.</p> <p>Youth learn all the time – from friends, families, and the adults in their lives. They learn formally, in schools. They also learn naturally, in life, through experience in their surroundings and with others.</p> <p>Ask and discuss: Can you all remember one or two things you learned as a child? Who taught them to you? How?</p>
2. Objectives	1 min	<p>Explain: Afterschool-style teaching is different than in-school. It uses different methods than classroom teaching, but is still about learning and building a range of skills.</p> <p>So today’s session focuses on recognizing that we all are teachers and can support student learning and explores some methods to align programming with what’s being learned during the school day.</p>



Incorporating Academic Content in Afterschool

3. Two Minute Teach	10 min	<p>Ask: Do you think someone can learn a new skill in two minutes?</p> <p>Activity:</p> <ul style="list-style-type: none"> • Explain that individuals will have two minutes to teach a partner something new (a dance move, a cooking recipe, how to count to ten in Mandarin, etc.) • Once the two minutes are up, the teacher becomes the student and the student becomes the teacher • Ask if there are any questions, give them time to get up and find a partner, and get started • Have a few individuals demonstrate what they learned. Make sure to highlight the different teaching methods used to teach the new skill.
4. All Afterschool Educators Can...	3 min	<p>Explain: Just as all of you took advantage of the flexibility you were offered to teach your partner a new skill, you should also use the informal and educational space of afterschool to connect with, educate, and challenge youth.</p> <p>Ask and discuss: Are there other ideas, not on this list, that we can utilize to our advantage to make afterschool a place where youth continue to engage with academic content?</p>
5. How Do You Know What Youth Are Learning in School?	3 min	<p>Explain: To truly be educational, we have to make conscious and deliberate decisions about what kind of programming we offer. Deliberate about the content and skills we want to support, deliberate about our methods, and deliberate about being sure kids 'get it.'</p> <p>Ask: How do you determine what youth are learning in school? Let individuals answer before clicking in the answers on the slide.</p>
6. Alignment Strategies	8 min	<p>Explain: Having an overview of what youth are learning is only part of the process, you also need more specific and systematic ways to ensure programming constantly integrates what youth are learning during the day.</p>



Incorporating Academic Content in Afterschool

		<p>Activity:</p> <ul style="list-style-type: none"> • Distribute: The <i>Alignment Strategies Worksheet</i> • Have groups determine which category each falls into • Discuss “challenging” areas and how to overcome them • Share back out with the group
7. Understanding Academic Standards	8 min	<p>Explain: State academic content standards drive which activities and lessons are taught in teachers’ classrooms. To truly understand and align with what youth are learning in school, we must understand the academic content standards and integrate them into our programming.</p> <p>Activity:</p> <ul style="list-style-type: none"> • Distribute a few grade appropriate academic content standards • In small groups, have staff read through and review the academic standards to: <ul style="list-style-type: none"> ○ Write them in their own words ○ Brainstorm areas where they think youth may have problems understanding • Groups should then share out how they rewrote the standards and where they thought youth may need additional support <p>Explain: While some standards can be hard to understand at first, by examining them more closely, discussing them with colleagues and school staff, and learning more about what foundational skills they are building from (by examining similar standards from previous grades), we can better understand how to incorporate standards into our programming decisions.</p>
8. Linking with Academic Content	15 min	<p>Explain: While we examined how to better understand academic content standards, we need to also understand how to make them a part of what we do every day.</p> <p>Activity:</p>



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		<ul style="list-style-type: none"> • Distribute the <i>Linking with Academic Content and Skills Worksheet</i> and review it together. • As you review it, stress that there is always a way to deliberately integrate academic content and skills into all programming activities – no matter how long or short they are and even if they don't seem to have an explicit link to academics • Have each individual answer question one on their own and then pass their worksheet to someone else. • The next person will look at questions two and three and check boxes for all the areas they think could be integrated into the activity listed in question one. When the individual is checking boxes, he/she should jot down notes for how they think the activity listed for question one can link to the standards and skills checked in questions two and three. • The worksheet should then be handed back to its original owner who will then complete questions four and five based on the boxes their colleagues checked and notes they jotted down. • Have individuals share out and staff give feedback.
9. Next Steps and Closing	4 min	<p>Explain: Aligning our afterschool content with academic skills takes utilizing alignment strategies we discussed as well as planning programming activities and lessons with deliberate linkages.</p> <p>Ask: What alignment strategies do people plan to try in the next two weeks? What are some lesson ideas people want to implement?</p>

Thank everyone for participating, and move on to next steps!